



LF
1048
1885

STORAGE-ITEM
MAIN LIBRARY

LP9-R17A
U.B.C. LIBRARY

20 2 12 1968 - 2000

825

THE LIBRARY



THE UNIVERSITY OF
BRITISH COLUMBIA

~~RR~~ L. 25.





from the Author
Nov. 1885

Inaugural Address

TO THE STUDENTS OF THE

University of Edinburgh

FOR THE SESSION 1885-6

DELIVERED BY

SIR WILLIAM MUIR, K.C.S.I., LL.D., D.C.L.

PRINCIPAL OF THE UNIVERSITY

27th October 1885



EDINBURGH

Printed at the University Press by T. & A. Constable

M DCCC LXXXV

INAUGURAL ADDRESS TO THE STUDENTS
OF EDINBURGH UNIVERSITY
FOR THE SESSION 1885-6.

DELIVERED BY SIR WILLIAM MUIR, K.C.S.I., LL.D., D.C.L.
PRINCIPAL OF THE UNIVERSITY,
27th October 1885.

GENTLEMEN,

I follow the example of my lamented PREDECESSOR, as I now inaugurate the opening of a new Session by a short review of our position, and by a hearty welcome to you all.

The echoes of my PREDECESSOR's voice still linger in the ears of many now present, as in words of eloquence yet not less of sober truth, in this same Hall, and but a short year ago, he recalled the triumph of our TER-CENTENARY. This he did, not in any boastful spirit, but with the view of gathering up the lessons of that great occasion ; and of seizing the opportunity to make, with God's blessing, a fresh start, at the opening of the fourth century of our *Alma Mater*'s life, in the career of progress and development.

And so, this day, we mourn the loss of one who, by his pre-eminent culture and his genial temperament, not less than by his wise administration of this University, attracted the regard of all around him. If, in days to come, the progress and success achieved by us should in any degree compare with that achieved under the incumbency of SIR ALEXANDER GRANT, we shall, I am sure, all of us agree that it would indeed be cause of

thankfulness and satisfaction. We mourn this day the brilliant genius and attainments, and even more, the singular amenity and gracious courtesy which threw their charm about the recent Festival,—a ceremonial which, both in happy conception and in brilliant execution, owed so much of its success to him who has now passed from our sight.

We grieve over the loss, also, of another—PROFESSOR FLEEMING JENKIN—who for seventeen years had been amongst us, and who, by his great works, and skill in the art of engineering, was so well qualified to impart knowledge in that important branch of study.

And we also mourn, though, happily, from another cause, the departure of one who, after more than thirty years of labour, carries with him, to his retirement in the South, the warm regard of all who have had the good fortune to share in his society. The University is grateful to my friend PROFESSOR WILSON for the ability with which, during so many years, he has discharged the important functions of Secretary to the SENATUS. Into that office we now heartily welcome the new Secretary, PROFESSOR KIRKPATRICK; and we greet with our best wishes for their future success our two new Colleagues, PROFESSORS ARMSTRONG and WALLACE, who will in future fill the chairs of Engineering and Agriculture.

For myself, recognising as I do, amidst many changes, the scenes of my boyhood, I feel as if returning to “mine ain hame.” There is much, you will understand, that makes the occasion to me personally one of mingled feelings,—so many loved faces gone;—and one amongst these, I may be allowed to say, the dear brother to whom this University owes much. The turn thus

taken in my life's pathway has been so sudden, and the elevation to this important office so unexpected, as to have gone beyond the range even of a dream. But although it has been my lot to spend my life in far-off scenes, and engage in duties of a widely different kind, I still trust that in the discharge of my new office, the want of experience will, with the kindly help of my Colleagues, be overcome by diligence and devotion ; and that, God helping me, I shall labour faithfully and unwearingly for the welfare of this great and prosperous University.

And now,—to look back again,—what changes have come over this venerable Institution since, as a boy of fourteen years of age, I trudged along the snowy streets of this city to the class-rooms of PILLANS and DUNBAR. At the outset—and this is a most material point—the age of first matriculation has now, as a rule, greatly advanced. Few enter the University now before the age of seventeen. Had I been born in these latter days, I probably should not have matriculated till two or three years later. Or, more probably still, I should have been sent to some great school in England ; and thus too early have lost, as so many Scotch boys do now lose, the purifying and wholesome discipline of the family, exchanging the simplicity—albeit the rough and rugged simplicity—of northern manners for the more polished, but too often extravagant, habits of the South.

Further, the whole system of examination and of graduation has undergone since my day a thorough change, and been placed on an intelligent and effective basis. There was, at the time I speak of, little beyond *vivâ voce* class recitals, the writing of essays, etc.,—things all excellent in their way, but affording no complete nor satisfactory test of progress, nor any proper stimulus to

diligence. And it was the same at the University of Glasgow, where I afterwards passed a second session under the instruction of those distinguished men SIR D. K. SANDFORD and PROFESSOR BUCHANAN. You will now, my young friends, have to encounter a very different ordeal; and for this, as for every incentive to virtue and every test of excellence, as Homer puts it, *αἴνι ἀριστεύειν* (I need not add the invidious advice *καὶ ὑπείροχον ἔμμεναι ἀλλων*), you have great cause to be thankful.

Then as to numbers, what a wonderful advance! Searching the matriculation book of the year 1833-34 with a curious interest for my boyish signature, I found that there matriculated for that year 1754 students. In 1884-85 we had 3338, so that in the half century, the numbers had nearly doubled.¹ If after the lapse of another 50 years, some newly inaugurated Principal from among the ingenuous youth now before me, stimulated by a like curiosity, should find the progress again repeated, and the numbers doubled to 6000, there will be once more sufficient ground for congratulation. The advance has been more or less all round. While

¹ The details for each Faculty are :—

	1833-34.	1884-85.
Arts,	602	1031
Divinity,	193	115
Law,	241	493
Medicine,	718	1475
Summer,	224
Total,	1754	3338

most marked in Medicine as well as in Law, it has been very large also in Arts; and if there has been a falling off in Divinity, that has been more than compensated for by efforts made elsewhere. Moreover, these increasing numbers are drawn from all grades of the people, and from every quarter of the Nation and its Dependencies. The gathering from distant parts has of course been vastly facilitated by the rapid communications of the day. From India, for example, and from the Colonies (which, in the time I have cited for comparison, it took months to reach), what numbers does not our Matriculation register now increasingly contain? And so men run to and fro, and knowledge is increased.

No less does rapid progress strike the eye in respect of the Collegiate buildings. At the era of which I was speaking, after many slow and weary days of intermittent work, the grand Quadrangle had just then, amidst much congratulation, been completed on the ancient College site. And now, at the opening of another epoch, we are rejoicing in the splendid addition which has been made for the reception of the Medical classes, and for improving the accommodation of the other classes still held in the old Quadrangle. The movement has been every way remarkable. Begun some twelve years since, by the princely benefaction of £20,000 from SIR DAVID BAXTER, it was fostered by influential meetings, and by munificent donations from the DUKE OF BUCCLEUCH, the EARL OF MORAY, the EARL OF ROSEBERY, and other noble contributors. But what is of even greater moment, the scheme was promoted by large contributions from all classes of the community, proving at once their interest in our University and their unabated confidence in it as a truly

national institution. I must not omit to mention the excellent example set by our townsman, MR. WILLIAM M'EWAN, to whom we owe the last happy effort to wipe off the remaining debt by the munificent contribution (his second donation) of £5000. Equally important has been the substantial assistance rendered by the ROYAL COLLEGE OF PHYSICIANS, the SOCIETY OF WRITERS TO THE SIGNET, the SOCIETY OF ACCOUNTANTS, and other public bodies. The TOWN COUNCIL has here, as always, shown its traditional interest in the University by liberal support, and the several Lords Provost, Mr. JAMES COWAN, SIR JAMES FALSHAW, and SIR THOMAS BOYD, deserve our best thanks for their help. Of the countenance and active aid which in this, as in every department of our work, we have received from my distinguished friend, the present Lord Provost, SIR GEORGE HARRISON, we cannot speak too gratefully. It is ground for sincere congratulation that by such signal exertions, the cost of these buildings, which, including the parliamentary grant, amounts to the Quarter of a Million sterling, has been very nearly raised in full. And it only remains to express our heartfelt thanks to all who have helped us forward in this great work.

And yet, even here, in the matter of material building, there is room for much more. As our presence in this Hall (for which nevertheless we are very thankful) makes evident, we stand in grievous need of some place suitable for our general gatherings. And not only so, but I trust also that for the service of that admirable Association which amongst yourselves you are establishing in behalf of common needs and united action, some worthy and commodious edifice may yet be in store. Let us have faith that the springs of

national liberality are not altogether drained and dried up by the heavy draughts we have been making on them. Let us hope that before long they will gather again, well up, and run freely and bountifully for fresh endeavour. It may be that some MAECENAS, like him who with princely munificence has endowed our sister University for a like purpose, may arise on our behalf likewise. Meanwhile be it ours to see that we walk worthy of such favour.

The ASSOCIATION that is being established amongst yourselves, of which I have just spoken, as well as the REPRESENTATIVE COUNCIL, an institution which has already won credit to the University by its admirable arrangements at the Tercentenary, cannot be dismissed without an expression of warm sympathy with their object, and of hearty desire for their prosperity. The social segregation prevailing in our Scottish Universities, and the individual isolation arising therefrom, may, and undoubtedly to some extent do, foster independence, and stimulate exertion ; but equally, for the same reason, they deprive our system of those opportunities which, by throwing men together, tend to rub off rugged angles, and promote amenity of manners. Such are the advantages of social culture and refinement which, with not infrequent approach to the risks of luxury and extravagance, the English Universities have over those of the North. Whatever helps, then, shall tend to draw our students more together in the concerns of a common life, are to be diligently furthered, as in their measure compensating our deficiencies. And I trust sincerely that, in due course of time, as the STUDENTS' UNION begins to fulfil this want, provision will be forthcoming for a local habitation suitable to

its purpose, and worthy of the cause. With a like laudable desire, the COUNCIL has set on foot a course of Winter lectures, the first of which is to be delivered next week by our noble RECTOR. I need hardly add that everything which, without interfering with the primary object of study here, shall tend thus to draw you, my young friends, into united action for mutual improvement, is worthy of all commendation.

There is yet another branch in which improvement might be possible—I mean the residence of the students. It would be inconsistent with the spirit of Scottish Collegiate life (albeit an object in its ancient constitution) that those who attend our Universities should, as an obligation, reside in quarters provided for them by the University. Still, something might, perhaps, be done to meet the want. It might, for instance, be possible to encourage the foundation of HALLS and HOSTELS conducted by superiors responsible to the University, or to establish a registration for boarding-houses, or even for common lodgings, approved by Collegiate sanction. There could, of course, be no necessity imposed of residence in such. The occupation must with us be purely voluntary, at the discretion of the students themselves, or of the parents and guardians who send them to us. In the English Universities, whenever from increasing numbers the cloisters of any college are insufficient, the students who cannot find accommodation within the walls are obliged to live in some one or other of the houses which have been sanctioned by the Collegiate authorities as suitable, and the managers of which are bound to conduct them under so much of rule and discipline as is necessary for successful study. Any such obligation would, as I

have already said, trench upon the freedom and independence of our students. In his interesting "Story of the University," my PREDECESSOR approached the subject, and, while pointing out the difficulties of any attempt at the English system, humorously suggested that some pious Millionaire should "buy up the whole of George Square, and turn it into sets of chambers for the students." Proceeding in a more serious strain, he said that without a rich endowment, Halls founded as are those in England would be too expensive for the majority of our men; and added—what is of even greater moment—that these would be impatient of the oversight and discipline of such an institution; for, said he,—and truly said—"the Scottish student prizes his independence; and, as a general rule, he does not abuse it."¹ Long may he prize this independence! And long may the same contribute to mould and strengthen that vigour and tenacity of aim which mark the Scotchman in whatever land we find him! Still, short of the English plan, and with a humbler purpose, something might perhaps be done. There might, at any rate, be an inspection and collegiate recognition of approved lodging-houses for the reception of students,—the requisites being (1) accommodation suitable for the exigencies of student life; (2) respectability on the side of those in immediate charge; and (3) favourable sanitary conditions. A register with particulars of room and charge might then be printed, so that students and friends and guardians would be able to select therefrom at pleasure. Something even more ambitious might possibly be attempted by private enterprise, in the shape of Halls or Hostels, accredited

¹ "Story of the University of Edinburgh," vol. ii. p. 487.

by the University, on a scale that should yield some of the advantages of the English system. Such houses might afford an opening profitable to their conductors ; while at the same time they might supply a want distinctly felt by many—not only by those who come from distant lands, but even by those whose homes are near at hand. It is enough that, for the present, I should simply broach the subject, and I now commend it to the consideration of your Union, and of all who are interested in the welfare of our University.

The progress in the past, as before remarked, has been great ; but we may not rest satisfied therewith. There are possibilities of material improvement, I might say, of vast development, in the future. For one thing, there must be secured greater freedom to the individual of choice amongst the varied departments of learning. The student has heretofore been led by even, though it may have been here and there with unwilling, step round the whole cycle of Arts, to the goal of graduation. Yet it is vain to look in every man for the same taste, or even the like capacity, for each and all of the branches of knowledge. Some minds by bent and habit take successfully, as it were homogeneously, to one department, while from another they turn with aversion, it may be even with more or less of incapacity. “I have no turn for mathematics,” said a distinguished witness before the late Commission, “and it was a grievance to me to be obliged to study it. It would have been much more useful to me if I had had the option of studying history.”¹ Precious time and energy are often wasted in the vain attempt to force, with these varying tastes and faculties, an equal advance along the whole

¹ Evidence, vol. iii., Ans. 8280.

line of study. It was, therefore, sound wisdom which led the Commission in their admirable Report to recommend, that after a fair groundwork had been laid of liberal education, students should be left free, according to their differing idiosyncrasies, to strike out each his own pathway in whatever direction his turn and capacity might incline, and there to seek for literary or scientific honours and distinction. For all this, however, as for some other things much needed,—tied and bound as we now are by the restrictions of the present Ordinances,—a new law must pave the way; and so with weary eyes, we had been looking to the passing of the Bill which has been so long before the Legislature. But, alas, that august Body, engrossed with the strife and struggle of party, has heretofore found no leisure for the consideration of our simple and modest wants. And so our hopes must be yet awhile deferred.

Again, there are regions of knowledge beyond, or only partially within, the sphere of our present action, which should be rendered accessible and of easy research, through the portals of the University. To meet this want and to cope with the growing exigencies of the day, the University must be more fully equipped, so that the student may be fitted to travel over whatever province of the great domain of literature, science, and philosophy, he may be in quest of. To complete the ample and still expanding circuit, and thus make every part of it within reach of every student, according to his several inclination and capacity, will demand changes and possibly additions, which we may yet hope to see in our administration.

At the same time, we should regard it as a lamentable outcome of whatever addition may be made to

the branches of science here taught, or changes in the course of teaching, if any part of that which has heretofore been held the groundwork of a liberal training were to be laid aside as obligatory in the curriculum leading on to graduation. More especially do we say this with regard to the study of the CLASSICS. Such a danger would, however, be obviated by the preliminary examination recommended by the late Commission as the sole doorway leading to any of the pathways of academic distinction. However much physical science is studied, and by many rightly studied, as the chief object of their endeavour, it seems to me clear, if we are to look for the ripe and proper fruit of education, that such study must be preceded by a thorough mental discipline—and for this end, the Classics are the best, I might say for our country the necessary school. In reading the evidence before the late Commission, I was much struck by finding this point strongly insisted on by most of our highest authorities. It is also manifest, from the evidence given there and elsewhere, that the rural schools throughout Scotland have, in the opportunities offered for classical learning, gone considerably backward from the state in which I can remember them as a boy; and that this has been brought about apparently through the application of English rules for primary education, to a state of things that was vastly in advance of what then existed in the South. Here, at least, we have to thank Parliament for having at last offered to us a door of hope. By the welcome independence now obtained for the Educational Department of Scotland, the reins have been placed in the hands of those imbued with the traditions, and acquainted with the wants and aspira-

tions, of the people. And now we may hail the near prospect of regaining the former facilities of higher education for all who may aspire after the same in our rural districts, and also of securing the closer affiliation of the teaching agency throughout the country to our Universities.

Of the pre-eminent value of the Classics for mental discipline, for sustained application, accurate thought, and exact expression,—I myself entertain no manner of doubt. The study should form an obligatory element in the liberal education of every grade,—and this I say, spite the crusade against it, of Greek as well as of Latin. Among many eminent authorities to this effect, I was much struck with the evidence of that distinguished and lamented scholar, SIR ROBERT CHRISTISON, who, for more than half a century, devoted his life to the service of this University. He speaks of the classics, in respect of the period of early youth, as “one of the best subjects of training that can possibly exist.”

The question is of such vital importance, and is the subject of so much misunderstanding in the present day, that I should like to read to you a few sentences from Sir Robert Christison’s evidence :—

“ In my time (and looking back,) he says, “ I see the advantage of it) the attention of boys was confined to Greek and Latin and Arithmetic at the Grammar Schools. The consequence was that they had time to study these subjects thoroughly. They got training. It may be that they did not acquire a great deal of knowledge ; but you will find that from 8 to 14 is a period of life when a great amount of knowledge is not acquired by study. It is of far more importance that boys should be taught during that period to study for themselves. That was the advantage of the former over the present method. They are taught something of Mathematics, something of Chemistry,

something of Physics, and something of Natural History. Now that overloads their time, and they cannot carry on their studies with the same intensity of application as they used to do. I say that they do not get so good a training as they got formerly. They may get more knowledge; but that knowledge is more readily and easily got during the six years that follow:—and it is got all the more thoroughly that they have undergone deep training from studying one, two, or three branches. And it comes to this,—that during that period I do not know there could be found a more admirable training for the youthful mind than the study of the Greek and Latin languages.”¹

Now these views, taken as a whole, are in accord with what I conceive to be the true theory of education. The acquisition in boyhood and early youth of a storehouse of facts and the result of modern discoveries in Natural Science may exercise the memory for the moment, and in some minds stimulate the power of observation, but the same will fail to train the other faculties. In the morning of life the discipline of mind is the chief thing to seek after. And even in the period of early youth, from which many of you, my young friends, have hardly yet emerged, it is of infinitely greater moment that you should be exercised in the proper methods of study, in the mastery over carelessness, fitfulness, and inattention, and in the power of application and concentrated thought, than that you should occupy your time at large in learning facts and information which, whether retained or dropt, leave little education, in the proper sense, behind. What we need

¹ Evidence, Ans. 543, *et seq.* That Scotland still retains a certain measure of its old pre-eminence in classical study is evident from the returns of the last Educational Blue-book. In the report, it is stated (but, as I gather, grudgingly), “that while in England only 67 children passed in Latin and none in Greek, in the State-aided Scotch schools no less than 6253 were qualified in Latin, and 330 in Greek.”

is a training to the power of application, exact thought, sound reason, and clear expression. These once mastered will fit you for any branch of scholarship and scientific research, or for administrative conduct in any walk in life—a rich possession, once secured secured for ever. Shall I add, that in youth neglected this treasure can, as a rule, never again be gained; or, if gained at all, gained with pain and difficulty, and at the best imperfectly, in after life? And as an encouragement to you, may I also add, that the signal virtue of the Scotchman (unless it be frittered away in early life) is just this faculty of persevering industry and tenacious purpose? There may be something in his exterior hard and rough—less of the finish and refinement of our Southern neighbours; but in the cardinal virtues, in sagacity and common sense, in honesty, nobility of purpose, and devotion to duty,—the qualities, in short, which make the backbone of the man—we have it all embodied in the normal type of the youth of Scotland, driven, as we find them, by the spirit of adventure to seek their sphere of action all the world over. Throughout a tolerably extensive and varied experience, I have met—to speak broadly—no class so eminently gifted with these sterling qualities, as men born and bred in the frugal and industrious habits of our Northern land. Within the range of personal knowledge I might point you to numbers of our countrymen holding high and distinguished place in the administration of India—a GRANT DUFF, a FERGUSSON, an AITCHISON, a HUNTER. And of those who have passed away, time would fail me to tell of the great army of men who have done honour to their native land by being the benefactors of that

vast Dependency. I will mention but one—ALEXANDER DUFF—the first to light the torch of learning amongst the people of India: no name more deserves to be enshrined in the heart of India than the name of DUFF. Such examples may well fire the ambition of our youth to share in the responsibilities of that grand inheritance which God has committed to us in the East.

The mention of INDIA leads me on to say that it is to myself—in company, I believe, with many—a cause of deep regret that the University affords so few facilities of special training for such of our youth as aspire to labour there. Apart even from India, is it not strange, when we reflect upon it, that not only Scotland, but the whole British people, are thus indifferent to the literature and history, the antiquities, and the social problems, attaching to the Oriental world? It is not so with Continental nations, whose interests, whether social, material, or political, are none of them so closely linked with the destinies of the East. There are some bright exceptions; and I should like to mention among them the name of my young friend CHARLES JAMES LYALL, a distinguished member of the Indian Civil Service, who has recently given us a charming account of ancient Arabic poetry, written in true scholarly style.¹ But such examples are unfortunately few and far between. For the most part we have to look abroad. The

¹ “Translations of Ancient Arabian Poetry, chiefly Prae-Islamic,” with an Introduction and Notes, by CHARLES JAMES LYALL, M.A., C.I.E., Bengal Civil Service. Williams and Norgate: London and Edinburgh. An excellent and appreciative review of this admirable work will be found in the *Scotsman* of 27th August last.

scholars of Germany, especially, devote themselves to the mastery of such subjects with incomparably greater ardour than ours. It is depressing to find that when authorities are needed in Oriental literature and philosophy, our own schools are at fault, and we are driven to ask of our friends across the Channel. Some years ago I ventured before the University of Cambridge

"to express a feeling of mortification that our English nation should have left the study of the early history and literature of the Arabian people so entirely in the hands of continental scholars. . . . For anything like *history* we must go to the pages of a Weil, an Amari, or a Von Kremer. And so equally it is the case with the *literature* of the Arabs. Take, for example, the charming field of classical poetry. For any critical knowledge of this, again, we must look abroad, and refer to the labours of a Nöldeke, an Ahlwardt, or other continental labourers. At home we may seek for it in vain. And yet what nation has a closer interest than our own in subjects so connected with our relations in the East? Is it too much to hope that in the seats of learning that surround us here these rich and pregnant sources of knowledge and investigation, no longer sealed and closed to us, may engage the attention of Oriental scholars, and tempt them to give to us, in our own language, the result of their original research?"¹

Am I not justified in applying these words with even greater force to our own University? and that with reference not only to the literature of Arabia, but to the whole range of Oriental study? Shall we not hope that, as the work has been already nobly begun in the department of Sanskrit,—so also as to the whole learning of ASIA,—the cradle of religion and of letters,—a signal effort may be made to roll the reproach away.

¹ The "Early Caliphate of Islam," being the Rede lecture for the year 1881, delivered before the University of Cambridge. Smith and Elder. 1881.

The LORD RECTOR has done well to turn your eyes Eastward by the subject which he has set for the Prize Essay of the year, a note that sounds of an auspicious augury.¹

I must add one word more, and that shall be in furtherance of your efforts for the promotion of athletic games and sports. We know that these may be indulged in to excess, so much so as to overshadow the proper work of an University. But we also know that here the fear is all the other way. The academic groves, of which we fondly read as having once surrounded the ancient buildings, the site of our noble Quadrangle, have long been swept away, and we have nought around but busy streets, with grinding traffic, and noise and cry of merchandise. All the more need then to encourage whatever will supply the lack of the healthy recreations, and aesthetic environments, of other seats of learning. To meet the want may well engage the efforts of the ASSOCIATIONS which I rejoice to see taking root around us. And on the part of those with whom I am proud to be associated in the administration of our affairs, I may safely say that such efforts shall have our constant and our cordial co-operation.

But it is time that I should bring this address to a close. There is doubtless a great future in store for this ancient University. Let every one of us, each in his several sphere, strive to perform our part, with God's help, in an object so worthy our ambition. And each may contribute something—those that are now planting their first youthful step on the threshold of the temple of knowledge, or having entered, gaze wonderingly at the mazes opening before them on

¹ "India before and since the Mutiny."

every hand ;—students already familiar with the pathways of Art and Science, and occupying place and distinction there ; and we the appointed ministers to guide and onward lead—each and all of us may help. And let us seek withal to do this in the true and reverent spirit which inspires the real student—that spirit which gave life and energy to the last words spoken by my PREDECESSOR within these walls but a year ago ; and his last words were these :—

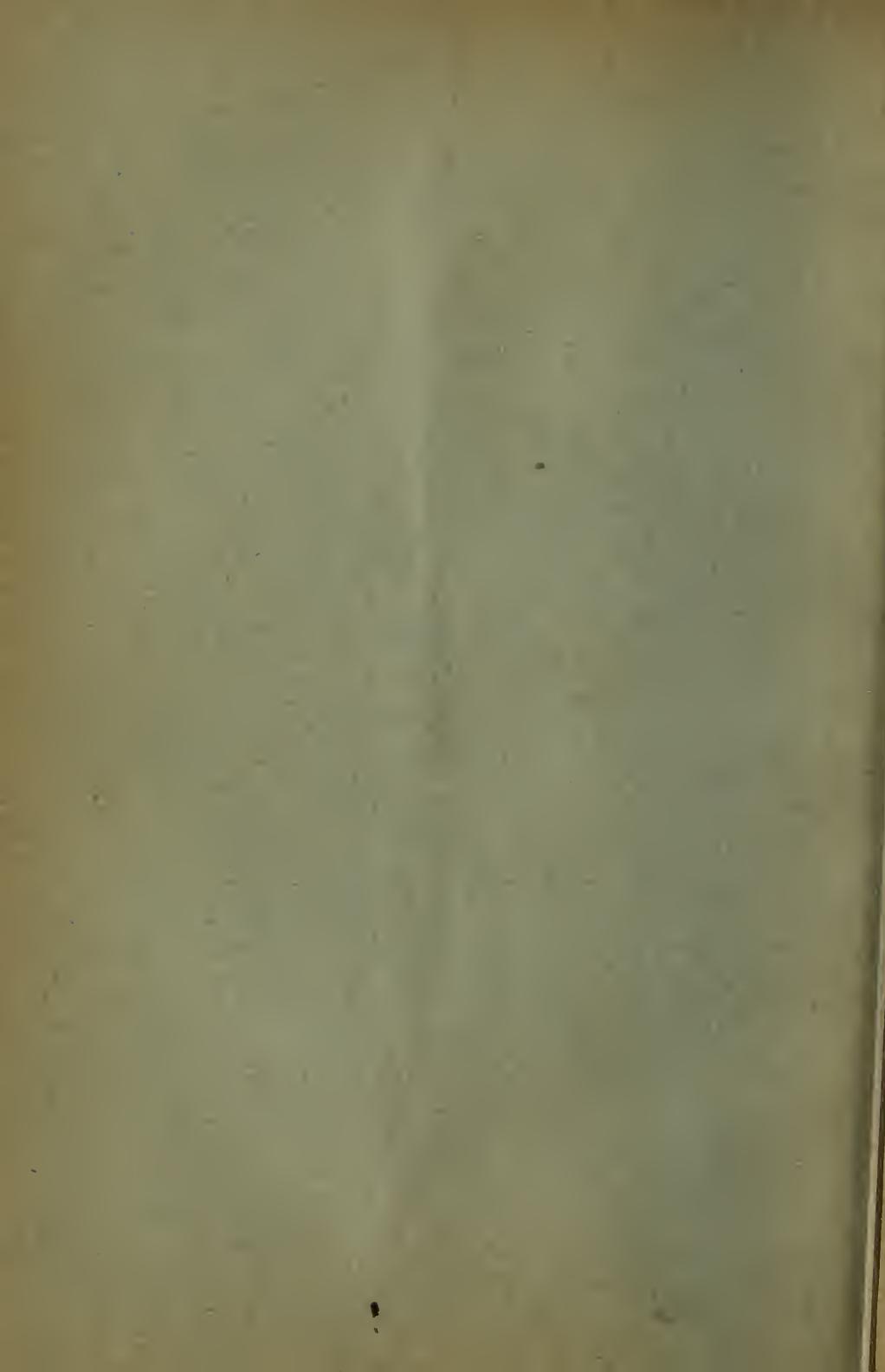
“And so it may come to pass that, here or elsewhere, it may be given to Metaphysics to justify, or even to demonstrate to the reason, those beliefs which we now hold to by faith ; and to give assurance that the glorious increase of physical knowledge is not destined to be a mere increase of sorrow ; that the hope of the Christian is not a mere idle dream ; that mankind is not left fatherless with no answering heart in the void abyss.”

Gentlemen, as we go forth now, each to his several place and work for the opening session, may we buckle to its business in a spirit that accords with these, the closing words of my lamented PREDECESSOR ; and may God grant His blessing on our labours.

We, Scotchmen, have been taught, at our mother’s knee, when asked What is the chief end of man, to answer that his chief end is to glorify God. Many around us are content with the study of the physical universe—the work of His hands—a worthy enterprise, even if we can spy but a little into those wonderful ways in which are ruled the material elements of creation. Others pursue philosophy, humanity, the conduct of life, its arts and beauty :—Endeavours and aspirations these, meet for all praise and all encouragement. But, my young friends, while not yielding to others in such noble research, let it be ours to ascend into a yet

higher sphere—the courts of the great First cause; and there with reverence inquire how the Almighty, by sublimer ways, and laws diviner still (if I may so say) than those of the outward Universe, reduces the world of mind to order, causes it to gravitate around His throne, and binds spirits to Himself by an infinite and eternal obligation. In short, let us keep in view the Wise man's precious adage,—*The fear of the Lord is the beginning of wisdom, and the knowledge of the Holy is understanding.* Then all our studies shall be brought into accord with the great end of which I have spoken, and we shall be able with faith and hope to answer the question, each one for himself, in the familiar but grand old words—which as children we learned to repeat—“Man's chief end is to glorify God, and to enjoy Him for ever.”

And so, with these hopes and aspirations may we all of us enter now upon another year of study and collegiate life.

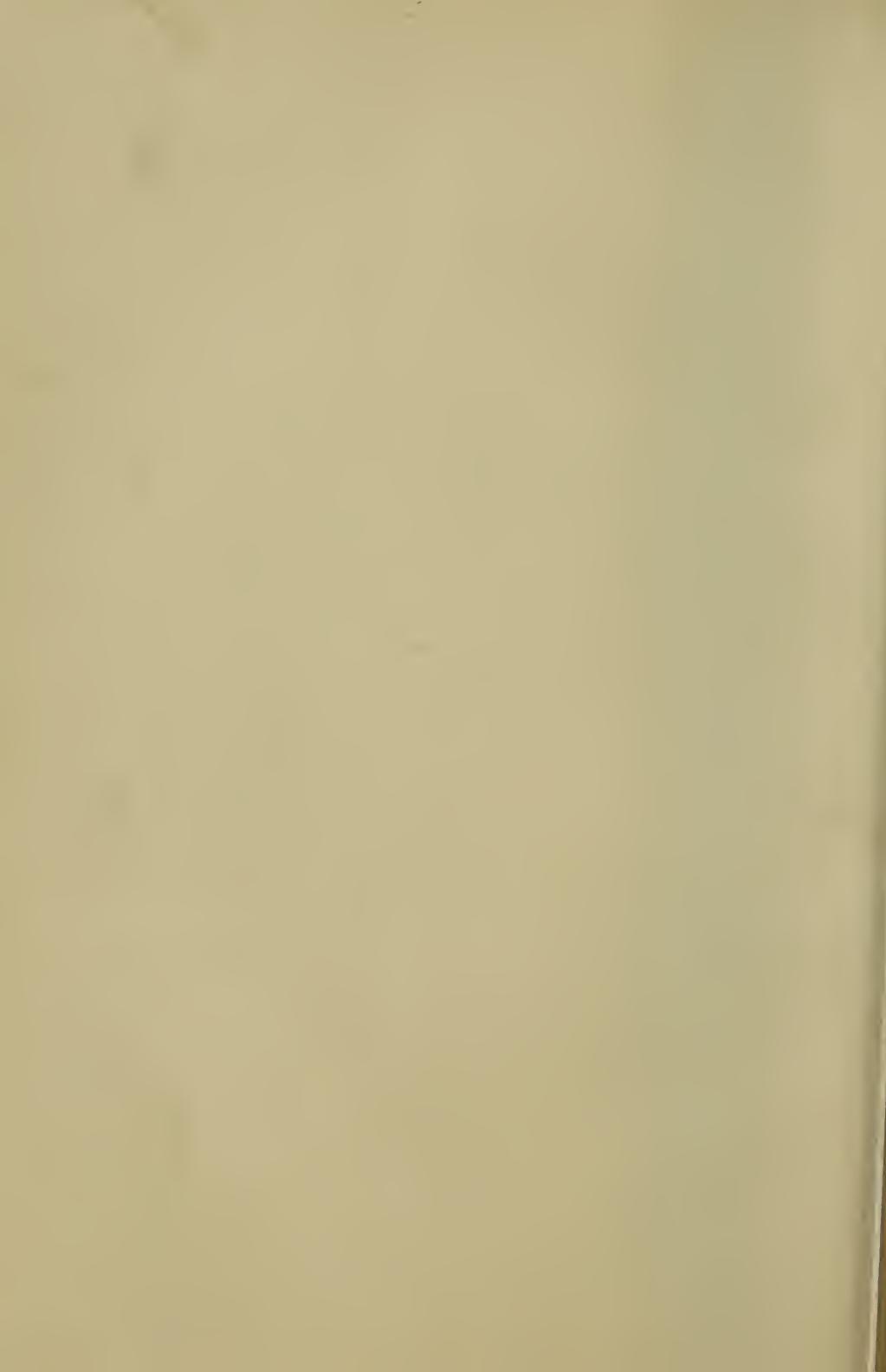


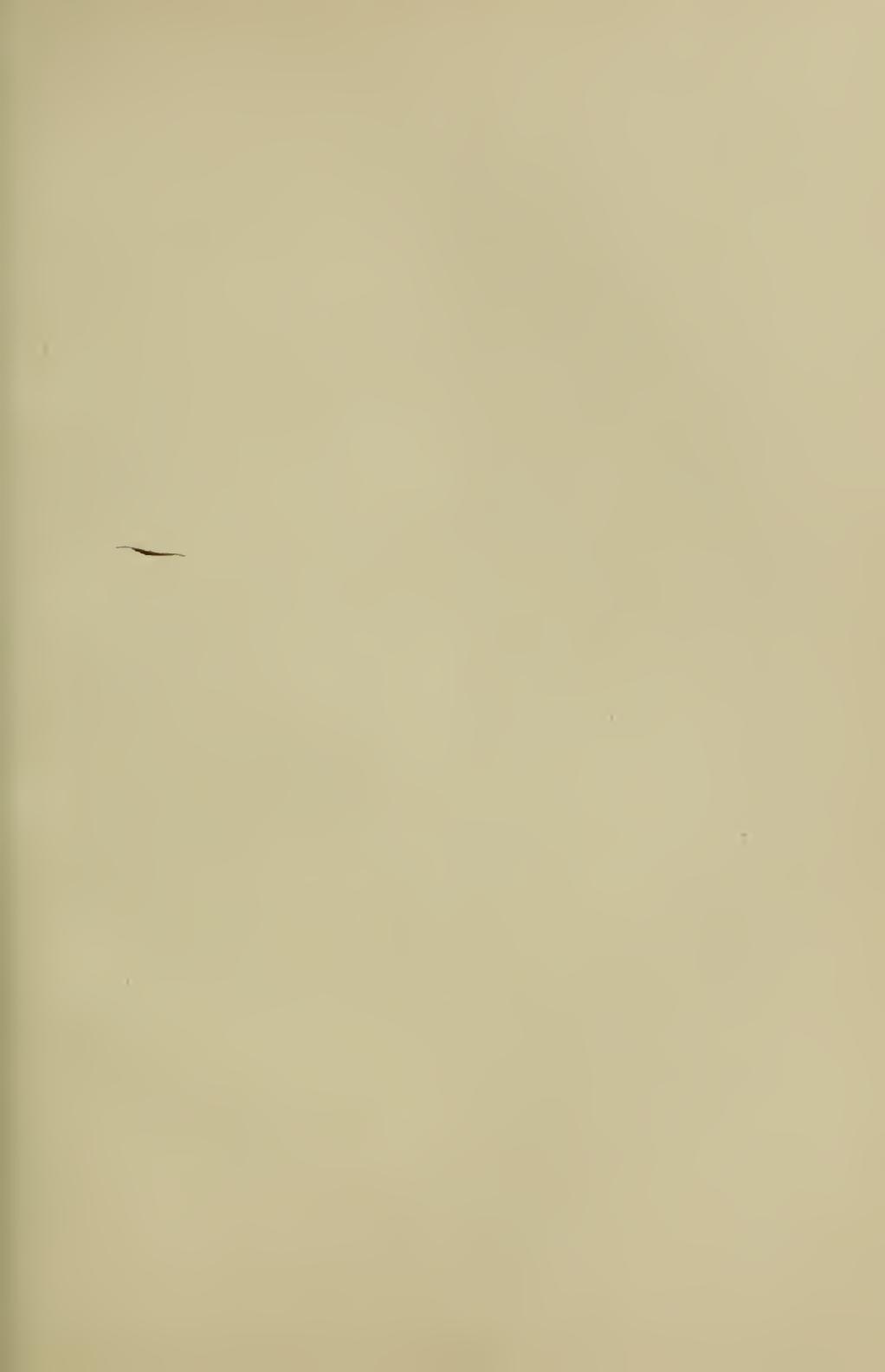












































University of British Columbia Library

DUE DATE

ET-6

UNIVERSITY OF B.C. LIBRARY



3 9424 01024 2045

DISCARD

